Cp 378
M 28H
1916/17

CATALOGUE OF

Manndale Institute

THE LIBRARY OF THE
UNIVERSITY OF
NORTH CAROLINA
AT CHAPEL HILL

THE COLLECTION OF
NORTH CAROLINIANA

Cp 378
M28H
1916/17

Cp378
M2A4
1916/17

CATALOGUE

OF

MANNDALE INSTITUTE

FOR

THE SCHOLASTIC YEAR

1916-1917

POSTOFFICE:

MANNDALE ALAMANCE COUNTY

NORTH CAROLINA

CATALOGUE

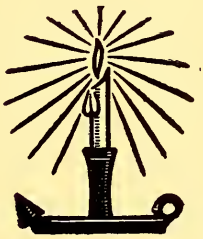
OF

MANNDALE INSTITUTE

FOR

THE SCHOLASTIC YEAR

1916-1917



A High School For Girls

POSTOFFICE:

MANNDALE ALAMANCE COUNTY

NORTH CAROLINA

CALENDAR
1916

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

MARCH

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	26
28	29	30	31			

JUNE

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1917

JANUARY

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OTOBER

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SCHOOL CALENDAR

FOR THE YEAR 1916-1917.

September 6, 1916—Opening of Fall Term.

September 22—Applications for diplomas submitted.

October 23—Subjects of Senior and Junior Theses submitted.

November 6—Removal of conditions.

December 18-22—Fall Term examinations.

December 22—January 1—Christmas Holidays.

January 1, 1917—Opening of Spring Term.

January 23—Last day for removal of conditions by applicants for diplomas.

February 22—Anniversary of Literary Societies.

April 12—Senior and Junior Theses submitted.

May 14-18—Spring Term examinations.

May 19—Literary Address and Closing Exercises.

May 20—Commencement Sermon.

D8357

BOARD OF TRUSTEES.

M. C. McBANE . . . . . Manndale, N. C.
Rev. R. B. LINEBERRY . . . . Colerain, N. C.
J. W. McBANE . . . . . Manndale, N. C.
E. J. BRAXTON . . . . . Snow Camp, N. C.
CHARLIE NEWLIN . . . . Saxapahaw, N. C.
Rev. W. T. HURST . . . . . Manndale, N. C.
J. B. BURKE . . . . . Evans, N. C.
W. T. WALTERS . . . . . Saxapahaw, N. C.
Rev. R. P. ELLINGTON . . . Saxapahaw, N. C.
S. M. LEWIS . . . . . Saxapahaw, N. C.
WILLIE LINDSEY . . . . . Roscoe, N. C.
SHERMAN GLOSSON . . . . . Manndale, N. C.

OFFICERS OF BOARD OF TRUSTEES.

E J. BRAXTON, President,
Snow Camp, N. C.
WILLIE LINDSEY, Vice-President,
Roscoe, N. C.
M. C. McBANE, Bursar, Sec. and Treas.,
Manndale, N. C.
S. M. LEWIS, Auditor of Bursar's Books,
Saxapahaw, N. C.

EXECUTIVE COMMITTEE.

CHARLIE NEWLIN, Chairman.
M. C. McBANE. E. J. BRAXTON.
WILLIE LINDSEY. W. T. HURST.

FINANCE COMMITTEE.

S M. LEWIS, Chairman. Rev. R. P. ELLINGTON.
M. C. McBANE, J. W. McBANE.

BUILDINGS AND GROUNDS COMMITTEE.

SHERMAN GLOSSON, Chairman.
J. W. McBANE. W. T. HURST.

FACULTY.

WILLIAM T. HURST, B. A., Principal.

Professor of Latin, and Normal Course.

B. A., Wake Forest College, 1909; Principal of Manndale Institute, 1903-1906; Principal of Sandy Creek Baptist Institute, 1906-1907; Principal of Sylva Collegiate Institute, 1909-1911; Principal of Manndale Institute, 1912.

MRS. W. T. HURST, Lady Principal.

Professor of Mathematics and Botany.

Student of Guilford College from 1898-1902; Lady Principal of Manndale Institute in 1903-1906; Teacher of Wake Forest Graded School, 1908-1909; Lady Principal at Sylva Collegiate Institute, 1909-1911; Lady Principal of Manndale Institute, 1912.

* R. P. Eddington

Professor of Science and English, and Literature.

* .....

Professor of Home Economics.

* Mrs. Isabelle M. Russell B. Mus.

Director of Music.

* Miss Jennie Newlin

Primary Department.

* Emma Glosson

Librarian.

* .....

Assistant Librarian.

OFFICERS OF THE INSTITUTE.

REV. W. T. HURST, PRESIDENT.

MRS. W. T. HURST, SECRETARY.

*Vacancy yet to be filled.

REGISTER OF STUDENTS.

GRADUATES OF 1915-'16.

NAME.	COUNTY.
Braxton, E. A.	Alamance
Glosson, S. C.	Chatham
Lewis, Nettie	Alamance
Newlin, J. C.	Alamance

UNDERGRADUATES.

NAME.	YEAR OF GRADUATION.	COUNTY.
Andrews, J. R		Alamance
Andrews, Nevotus		Alamance
Andrews, Frankie	1920	Chatham
Barton, O.		Alamance
Bass, D.		Alamance
Braxton, H.		Chatham
Buckner, Matilda	1919	Alamance
Buckner, Lonie		Alamance
Buckner, Agnes		Alamance
Buckner, Bettie		Alamance
Cheek, Ava	1917	Alamance
Clark, B.		Chatham
Clark, Venoid		Alamance
Curl, C.		Alamance
Durham, J.		Chatham
Ellington, H. D.		Alamance
Ellington, H.		Alamance
Ellington, Wilma		Alamance
Ellington, Paschal		Alamance
Glosson, Emma	1917	Alamance
Glosson, Nellie	1920	Alamance
Glosson, Velna		Chatham
Guthrie, Layton		Alamance
Hadley, Walker		Alamance
Hurst, C. W.		Wake
Jones, J.		Alamance
Jones, M		Alamance
Jones, Lora		Alamance
Jones, Earl		Alamance

Jones, Lala.....Alamance
Jones, W.....Alamance
Lewis, M. B.....Alamance
Lewis, Gradie.....Alamance
Lewis, Delphy.....Alamance
Lewis, Doshie.....Alamance
Lewis, Zula.....Alamance
Lindsey, H.....Chatham
Lloyd, G.....Orange
Marley, Georgia.....Alamance
McBane, O. D.....Alamance
McBane, Jewel.....Alamance
Newlin, Jennie..... 1917 .....Alamance
Norwood, Gertrude..... 1919 .....Alamance
Norwood, Elbert.....Alamance
Perry, Annie Belle..... 1920 .....Alamance
Perry, Bernard.....Alamance
Perry, M.....Alamance
Perry, Bruce.....Alamance
Perry, Linnie.....Alamance
Perry, Evvie.....Alamance
Perry, Diffie.....Alamance
Richardson, Howard.....Alamance
Rogers, Z.....Alamance
Rogers, Josie.....Alamance
Russell, Georgia..... 1917 .....Alamance
Russell, F.....Alamance
Thomas, Mamie..... 1920 ..... Alamance
Thomas, Ethel.....Alamance
Thomas, Jesse.....Alamance
Thomas, Obra.....Alamance
Thomas, Ollie.....Alamance
Thomas, Verdie.....Alamance
Thomas, Josie.....Alamance
Thomas, Clady.....Alamance
Thomas, Myrtle.....Alamance
Thomas, Willie.....Alamance
Thomas, Vesta.....Alamance
Thomas, Dixie.....Chatham
Whitfield, L.....Orange
Williams, E.....Chatham

MUSIC SCHOOL.

Andrews, Frankie		Chatham
Buckner, Matilda		Alamance
Buckner, Bettie		Alamance
Cheek, Ava	1920	Alamance
Glosson, Emma	1920	Alamance
Glosson, Velna		Chatham
Lewis, Nettie		Alamance
Newlin, Jennie		Alamance
Perry, Annie Belle		Alamance
Perry, Murphy		Alamance
Russell, Georgia	1918	Alamance
Thomas, Mam e	1918	Alamance

NIGHT SCHOOL.

Buckner, John	Alamance
Buckner, William	Chatham
Buckner, Cicero	Chatham
Glosson, Ensley	Alamance
Johnson, Anderson	Alamance
Johnson, Margaret	Alamance
Johnson, Lonnie	Chatham
Norwood, George	Alamance
Whitt, Sarah	Alamance

RECAPITULATION BY COUNTIES.

Alamance	71
Chatham	14
Orange	2
Wake	1
	88

RECAPITULATION BY SCHOOLS.

Latin	15
English	52
Political Science	34
Mathematics	70
Science	9
Piano	12

MANNDALE INSTITUTE.

INTRODUCTION

The founders of Manndale Institute had two objects in mind in establishing the institution: to provide instruction as extended and thorough as is given a secular institution and to aim at the development of the highest Christian character among the students. These high ideals have been held in view during all these years of the school There has been a steady growth and continuous improvement in the scope and methods of instruction—courses of study have been added and improved, and standards of graduation have been used; but, amid all of that, it has always been the highest aim of the trustees and faculty to maintain Manndale Institute as a distinctively Christian institution.

THE HISTORY.

Every school has a beginning and a day of small things. Likewise Manndale Institute had such a day.

Let us glance back at its early history and compare it with to-day and see the remarkable progress it is making.

In 1834 Lick Creek Church was organized and a house built on a little knoll about 200 yards Southwest from the present Mt. Olive Church. This church was built of logs and had two divisions—one part was for the white people and the other for slaves.

The first school taught in the neighborhood was taught in this church. It was a subscription school, taught by Ruffian Moore. How long he taught we do not know. He was succeeded by John Terry who was succeeded by Allison Roberson.

After a few years the church members decided to build a new church nearer the road. They tore down the old church, and moved one part of it up near the graveyard in which a blacksmith shop was run by Mr. Glosson.

Near this shop was erected the new church in which they taught school. When cold weather came on the teacher and children would go out and build up a fire in the old shop so that they might warm their feet and hands. There was neither stove nor fireplace in the church. This school was carried on under these trying circumstances until the other part of the old church was moved about half a mile Southeast for a school house.

It was in this school house where Benton Roberson taught his first school. At the end of his school term the children asked him to treat them. He said he would not. Then they laid hold of him and took him to Lick Branch where four big boys held him by legs and arms over the stream—saying, "Will you treat us?" They stood in this position several minutes until his brother Thomas arrived with the treat. Then said the teacher, "Not until you carry me back will I treat you."

After this Benton Roberson studied medicine, moved to Chapel Hill and became a very prominent physician. We are proud to learn that so noble a man as Dr. Benton Roberson was a student and a teacher at this school.

Many other families were connected with this school, namely: Jean, Johnson, Ellington, Holton, Quakenbush, Glosson, Andrews, Perry, Hadley, Russell, Cheek, Love, Cook, Lewis, Roberson, Thomas, Flintom and McBane, whose children received their early training at this school.

We are proud to make special note of certain families because of their prominence in the community at that time. No kinder men lived in the community than Robert Love and David McBane. They were always ready to take hold and push forward any movement that was for the betterment of their community. They were liberal with their means and aided in building churches and school houses when called upon. But they lacked one thing and that was Christ. They reared and left children who are to-day a success both in the financial

and christian world. Old Brother Levi Andrews, who was pastor of the church for many years, is of special mention because of the good he did and of his influence which is still living in our community. And in like manner we might mention the Flintom and Roberson families, and many others.

In the year 1870 Mr. S. M. Lindsey began a little subscription school in old Mt. Olive Church. This spread abroad among the people the desire for a public school, and the following autumn they began building a house. It was built between the well and where the church now stands, or South of the public road. The men hewed the logs and made the shingles with which to build it. The building had three windows, one door and a large fireplace across the east end. However, this was too small, and in two or three years an addition of 12 or 14 feet and a fireplace was added to the west end.

The first public school was taught in this house by S. M. Lindsey, one of the best teachers of his day, and a man whose noble influence is living to-day among men and women whom he taught.

Then following him were Meritt Roberson, A. A. Glosson, and S. M. Lewis. We are proud that such men have lived before us and for us. But following these was a lady teacher, whom we all loved and reverenced, not only because she was a teacher, but for the good deeds she did and for her life that meant so much for the community. This lady was Mrs. Cammie Jones. Then among the teachers succeeding her we want to especially mention M. C. McBane, not only because he was a good teacher, but because he has lived among us ever since and has done much to make Manndale what it is to-day.

In 1882 the community saw that a better school building was needed. To build this, some of the patrons thought it best to discontinue the public school for a period of two years and take the free money and build it. Of course there were some opposed to this. However, knowing of this opposition, M. C. McBane asked all the patrons to meet him at the old school house one Saturday afternoon to decide what should be done. The

appointed evening found present those opposed as well as those for it and a tie seemed inevitable. But Mr. McBane, who clearly saw all this, but handled it with tact asked one of the opposing citizens to, "Lets go to ourselves and take a nap of sleep." He gladly consented to go, and being very tired soon fell asleep. Now this was the very thing Mr. McBane wanted; so while the foolish one slumbered and slept, the wise one returned and had them vote immediately. Thus by one man's mistake and the shrewdness of another the community was enabled to build a new school house.

The new house was a one-roomed, framed house situated on the North side of the road in front of where the present Manndale High School building now stands. It was furnished with home-made desks.

When it was completed school reopened with Rev. T. S. Crutchfield as teacher. We were now having a school term of about two or two and one-half months and everything went on very nicely till the line between Alamance and Chatham counties was established. (Remember our school house was then in Chatham). This line about evenly divided our school district, but threw the house in Alamance. As you can see, this put our house on one edge of the district. This gave some little trouble as a majority of the patrons wanted to move the house north, or to the centr of the district. However, this was never done.

Among the teachers who succeeded Rev. T. S. Crutchfield were Mr. Gilmore, Charlie Self, Miss Dora Lutterloh, Alex Shaw, Abb Wilson, Lee Mann, Miss Mollie Clendenin and Miss Myrtle Morrow. We shall always remember each of these for the good instruction which they gave.

In 1903 Prof. W. T. Hurst came to Manndale to begin a neighborhood school in this little one-roomed building. At that time the patrons only desired to have a school for the benefit of their community. But the school grew so rapidly that fall that a three-roomed building took the place of the one-roomed building.

To build this the patrons, with the help of Rev. W.

S. Long, County Superintendent, borrowed from the State $500, and they put in the same amount. During the session Miss Della Braxton, who had been employed by the committeemen as teacher for the public school term, assisted Prof. Hurst from early in the fall until commencement in the spring. They were very congenial, so much so that he asked her to assist him through life. She must have consented for they were married at commencement in 1904.

At the close of the first year it was seen that there would have to be more preparation made. So there were trustees elected and the school named Manndale Institute. Prof. W. T. Hurst was elected the first principal, with his wife as assistant, and the school of Music was added.

When the school opened the second year quite a number of boarding students presented themselves for registration. The neighbors threw open their doors for boarders. At the end of three years it was desirous to build a dormitory for boarding students but the people thought that was too big a task for them to undertake So the Principal gave up the school.

He had had a hard struggle, but he had done a great work. He had not only started a high school and helped poor boys and girls, but he had implanted in each of his pupils' lives something good—ideals that are being successfully developed to-day.

In 1906 the trustees met and elected Rev. R. B. Lineberry Principal of the Institution—a man of fine literary culture and powerful christian influence. Under his two years' administration the school continued to grow. Then the trustees saw it necessary to erect a new building for boarding purposes. So the present dormitory was built.

In 1908 R. B. Pearson was elected Principal, but only served one year.

So in 1909 O. W. McManus was elected Principal and served two years with very successful administration. Then he resigned to go to Louisville to prepare himself for the ministry.

And Rev. R. P. Ellington, a man of good christian influence was elected Principal and served one year.

In 1912 the prospects for a school were very gloomy and it looked as if there would be only a public school again. But the trustees, who yet had a little spark of hope, met and elected Prof. W. T. Hurst Principal for the second time. Now Prof. Hurst did not come back here because he thought he would make more money, for in coming he gave up a mission field that was paying him much more than he could make here; but he came, bought land, and has settled down to spend the remainder of his life in the interest of this school.

To-day closes the year 1915–'16 very successfully. In the past four years the institution has sent out seventeen real graduates.

During these thirteen years, since the scho ol became a High School, there have gone out from her walls to all parts of the country many professional men and women whose influence is felt for good.

During these thirteen years, since the school became a High School, there have gone out from her walls to all parts of the country many professional men and women whose influence is felt for good.

Who can estimate the influence of such an institution?

BESSIE LEWIS, Historian.

BUILDINGS and BOARD.

We have splendid buildings, equipped with the latest and best iron-frame desks, blackboards and pianos, well ventilated, lighted and heated.

We also have an excellent building on the campus not more than 30 feet from the main building, which will furnish rooms for 20 girls. We have made arrangements for the girls who room in this building to do their own work—cooking, washing, mending and laundrying, thereby cutting down board to actual cost. Any girl, who lives conveniently, may, if she wishes, bring her provisions with her from home, which will be measured and weighed and entered on a book to her credit, at market price. This work will be done under the supervision of a matron who will assign to each girl her part of the work to be done. In this way we will make it possible for any girl to go to school with very little cost.

At the end of each month all expenses for provisions, wood, etc., will be counted up and proportioned out to each girl in their building. If a girl misses as many as three meals, by reason of going home on Friday afternoon, these will be deducted from her bill at the end of the month.

LOCATION.

The location of the school is an admirable one. Manndale is a beautiful and healthful place, situated on the public road which leads from Pittsboro to Graham. It is a hilly section of the country and a very healthy community—20 miles southeast of Graham, 18 miles northeast of Siler City, 12 miles northwest of Pittsboro and 15 miles west of Chapel Hill. It has an altitude of about 300 feet, which gives it a cool invigorating atmosphere. There has never been a death in this school since it became a High School.

OUR AIM

We aim at thorough work. We give reviews and quizes, and strive to make every recitation point to some benefit in life.

The purpose of the school is to lead the students to cultivate truthfulness, self-control, a right sense of honor, habits of systematic and close application in the performance of every duty, and to give them a thorough preparation for further college work or for the further duties of life. To develop in young women all the womanhood possible, and to develop such a character and moral power as will give the student a power and influence for good, is one of the prime aims of the Manndale School. The student needs more than a knowledge of facts—she must have the power to use and apply them. She must be thoroughly indoctrinated in principles that she may see the relation of cause to effect and of effect to cause, and thus be helped to carve out her career in the world.

She needs that mental culture and discipline that will give her power to do and to act.

RELIGIOUS INFLUENCE.

Our school is a Christian School, located in a Christian community. Every effort is made to lead the student-body to cultivate a noble Christian character. This is done by precept and example. Every day's work begins with devotional exercises, which the students are required to attend. A well organized Baptist church worships every first Sunday. In connection with the church is a well equipped Sunday School. Each student is reqmired to be present at the Sunday mornin services.

LITERARY SOCIETIES.

In connection with the school there are two enthusiastic and well organized Literary Societies which meet weekly for debate, recitations, reading and the transaction of business. The valuable training received

in societies is clearly seen in the exercises at our commencements. We consider the work done in these societies, with the advantage of a library, to be one of the best means of securing independence of thought, as well as correct thinking.

LIBRARY.

We have a well selected library of more than 400 volumes. These books, together with the principal library of the Sunday School, give the students access to more than 800 volumes. Although this is not a large number, we have a good selection, and new books are being added from time to time. Students have the use of the library free of charge, and thus create a taste for reading which is a valuable adjunct to the other training.

A WORD TO THE FRIENDS AND PATRONS OF THE SCHOOL.

Years of experience and observation have taught us that girls should be taught separately, and most especially in the preparatory school. Having traveled over a goodly portion of North Carolina and having been thrown into the homes of so many people I have been made to feel sad because of the untrained girl. Thus Mrs. Hurst and myself decided to devote our services to lifting up young womanhood in our country. With this in view and under the promises of the Trustees of Manndale Institute we came back to Manndale to open up such a school, but it has taken us four years to convince the people that the girl should be educated in a separate school from boys. Therefore Manndale School is changed from co-education to female education, and will begin her 14th year in this new phase of work, which we believe to be the greatest mission that confronts the people at this day and time.

There is no period in a girls life so critical as the years between 12 and 20. It is in those that she is exposed to wrong ideas, wrong conceptions, and a great many times led astray in spite of home training. It matters not how carefully her conception of right has been guarded, she is usually injudicious in her decisions and must necessarily find her logic unreliable. If these years of growth and changes are to leave her fitted for womanhood she must devote herself to wholesome thinking, to right acting, and to the cultivation of proper ideals. This can best be accomplished in a school for girls exclusively. But this is not the sole reason why we stand for the education of girls separately. It is because they do not need the same training as boys. Their duties and habits are different and hence they must be fitted for such.

Says a New York man:

"A nation with our problems needs not only a manhood, but a womanhood, able to see human needs, to feel human aspirations, even in humble beginnings. to do human deeds for human kind. This education, fitting the girl to go out in life able to see, to feel, to act for her own life

and for others, is to be found only in the private school. The public school cannot give it, because there is not time, and because the individual child is lost in the mass. To be explicit, such training is to be found, generally, only in such private schools as make ideals, and not financial success, the chief end."

This school aims, not merely to graduate girls, but to develop true womanhood, to lead young minds to see in life more than mere pleasure, more than mere acquisition of knowledge, more than mere industrial or commercial success, to lead them to correct principles, to Gospel principles, from which their lives shall in future flow as streams from a life giving fountain.

Christian men and women, this is your institution. Let us have your hearty support.

May God's blessings rest upon the school, its board of Trustees, its patrons and upon all who shall be entrusted to our care.

Most sincerely,

W. T. HURST.

EXAMINATIONS AND REPORTS.

Written examinations will be held at the end of each session. No student will be promoted without having made 75 per cent. on the same.

Reports based on recitation and examination records and deportment will be sent to parents or guardians. The report will be made as accurate as possible, and will show the exact standing of the pupils in each subject studied. Parents whose children board at home and come to school can greatly aid us in this department by co-operating with their teachers, by enforcing home study and regular lesson work. They must see that their children obey strictly the regulations of the school, if they want them to remain in school at Manndale.

SPECIAL NOTICE.

1. Furnished rooms in the girls' home are rented for $1.00 per month —each occupant will pay 50 cts. a month for room. and must be paid at end of month.

2. Students are urged to engage rooms before August 25th. Rooms which are engaged will be kept for the occupant; those not engaged will be given the first applicant on arrival.

3. Occupants of the rooms who conduct themselves in such a way as to create disorder in the building, and who, by unnecessary noise, interfere with the comforts of the other occupants, will be required to account for such conduct made by them.

4. Occupants will be held responsible for all damages done to the rooms, and if they do not keep them in good order they will be required to put them in order at once.

5. When are accounts due? Board promptly at the end of each month, tuition at entrance or at the end of the month.

6. May students visit away from the school? No student is allowed to leave school without the written request of the student's parent or guardian. Parents are requested not to ask leave of absence for their girls during the session. Absence breaks into the work of the student and is demoralizing to the general discipline of the school. The best results cannot be obtained from students whose application to studies is interrupted by absence and the effect of visiting.

7. Visits from young men will not be permitted. It is supposed that girls come to a boarding school for educational purposes, and not to have hindrances caused by young men calling.

8. Relatives and friends should time their visits so as not to conflict with the hours of study and recitation.

9. Girls are not allowed to go walking or shopping unless accompanied by one of the lady teachers.

10. Each student rooming in the girl's home is requred to bring the following articles: 1 Bible, 1 umbrella, overshoes, 1 laundry bag, 4 towels, 4 table napkins, 1 work bag furnished with needles, thread, thimble and scissors, toilet soap, comb and brush, and a drinking cup.

11. Rooms in the girl's home will be furnished with one dresser, 1 washstand, bowl and pitcher, 1 table, 2 chairs, 1 bedstead and mattress, and a heater.

12. All laundry articles are required to be plainly marked with the name of the owner in indellible ink.

13. We require neatness and simplicity in dress.

14. We issue three diplomas: One for the completion of the Literary course and one for the completion of the Pianoforte course and one for the completion of the course in Home Economics.

15. There will be no medals given, because of the unsatisfactory results.

16. We have no pets in school. We treat all alike.

For further information concerning the school, write

W. T. HURST, Principal
Manndale, N. C.

COURSE OF STUDY.

HIGH SCHOOL DEPARTMENT.

Instruction is given in the following schools:

1. Latin Language—
   (1) C. & D.'s Beginner's Latin.
   (2) Cæsar's Gallic Wars.
   (3) icero's Orations.
   (4) Virgil Aeneid.
2. Greek Language—
   (1) White's Beginner's Greek.
   (2) Xenophon's Anabasis.
3. Modern Languages—
   (1) White's Brief French Grammar.
   (2) White's Reader and Composition.
4. English Language—
   (1) English.
   (2) English.
   (3) English.
   (4) English.
5. Pure Mathematics—
   (1) Algebra.
   (2) Algebra.
   (3) Geometry.
6. Political Science—
   (1) History.
   (2) History.
   (3) History.
   (4) Political Economy.
7. Biology—
   (1) Elementary Physiology.
   (2) Zoology.
   (3) Botany.
8. Chemistry without Laboratory.

9. Bible—
   (1) Life of Christ.
   (2) Acts.
10. Teacher Training.
11. Music.
12. Home Economics—
   (1) Domestic Science
   (2) Domestic Arts.
   (3) Household Management.
   (4) Home Decoration.

1. SCHOOL OF LATIN

COURSE 1.—Five recitations a week: Collar and Daniel's Beginner's Latin.

COURSE 2.—Five recitations a week: 4 Books of Cæsar's Gallic Wars, with Allen and Greennough's Latin Grammar.

COURSE 3.—Five recitations a week: Cicero, Orations with Allen and Greennough's Latin Grammar, Prose Composition (Arnold's), Systemat c drill in the use of lexicons. (Harper's Latin-English or White's English-Latin).

COURSE 4.—Five recitations a week: Virgil Aeneid with Allen and Greennough's Latin Grammar, Prose Composition (Arnold's) with systematic drill in the use of lexicons. (Harper's Latin-English or White's English-Latin).

2. SCHOOL OF GREEK.

COURSE 1.—Three recitations a week: White's Beginner's Greek.

COURSE 2—Three recitations a week: (1) Xenophon's Anabasis, Book I, Chaps 1-8; (2) Ana asis, II-IV, or Books II III of the Anabasis and I Book of Herodotus

3. SCHOOL OF MODERN LANGUAGES.

COURSE 1.—Three recitations a week: Whitney's Brief French Grammar, Blouet's French Composition.

COURSE 2.—Three recitations a week: Whitney's Reader and La Litterateur Francaise Contemporaine.

4. SCHOOL OF ENGLISH.

COURSE 1.—Three recitations a week: Rhetoric (Lockwood and Emerson), with special attention to paragraphing and essay writing.

Grammar—(1 Buehler).

Reading: Irving's Sketch Book, Hawthorne's House of Seven Gables, Goldsmith's Vicar of Wakefield, Longfellow's Evangeline, Scott's Ivanhoe, Bunyan's Pilgrim's Progress, Plutarch's Lives of Cæsar, etc., and Stevenson's Treasure Island.

COURSE 2—Three recitations a week: Rhetoric (Genung's), and Composition.

Reading: Sir Roger de Coverly's Papers, George Eliot's Silas Marner, Matthew Arnold's Sohrob and Rustum, Tennyson's Princess, Burke's Speech on Conciliation, Scott's Lady of the Lake, Coleridge's The Ancient Mariner, and Lowell's Vision of Sir Launfal.

COURSE 3.—Three recitations a week: English Literature (Pancost).

Reading: Pope's Rape of the Lock, Scott's Kenilworth, Macaulay's Life of Samuel Johnson, Macaulay's Essays on Milton and Addison, Milton's Paradise Lost, Milton's L'Allegro, II Penseroso, Comus and Lycidas, Thackeray's Henry Esmond, and Stevenson's Master of Ballantrae; Age of Fables (Bulfinch), Shakespeare's Julius Cæsar and Merchant of Venice.

COURSE 4.—Three recitations a week: History of English Literature (Halleck).

Reading: Shakespeare's Midsummer Night's Dream, Twelfth Night, Macbeth, As You Like It, King Henry V, Hamlet, King Lear, Romeo and Juliet, King John, and Essays on Addison and Steele.

5. SCHOOL OF PURE MATHEMATICS.

COURSE 1.—Five recitations a week: Elements of Algebra (Wentworth's), as far as Logarithms.

COURSE 2.—Five recitations a week: College Algebra (Wentworth's), as far as Logarithms, including factoring, common divisors, fractions, involution and evolution, theory of exponents, radicals, quadratics, progressions, and binomial theorum.

COURSE 3.—Five recitations a week: Fall Term—5 Books of Plane Geometry (Wentworth's).

Spring Term—4 Books of Solid Geometry (Wentworth's).

6. SCHOOL OF POLITICAL SCIENCE.

COURSE 1.—Five resitations a week: Montgomery's English History.

COURSE 2—Three recitations a week: Myer's General History.

COURSE 3.—Three recitations a week: Hart's Essentials of American History.

COURSE 4.—Two recitations a week: Political Economy.

7. SCHOOL OF BIOLOGY.

COURSE 1 —Two recitations a week: Physiology, Martin's Human Body.

COURSE 2.—Two recitations a week: Zoology, Kellogg's Animal Forms.

COURSE 3. —Two recitations a week: Botany, Bergen's Elements of Botany.

8. SCHOOL OF CHEMISTRY WITHOUT LABORATORY.

COURSE 1.—Three recitations a week: First Principles of Chemistry by Brownlee and others

9. SCHOOL OF HOME ECONOMICS.

This department offers to girls a scientific training in matters pertaining to the home which is so much needed in this day and time.

COURSE 1.—Domestic Science: This course includes a study of the principles of cooking and methods of cooking and preparing meals. Foods will be studied in detail with special reference to their value, cost, and relation to a balanced ration. Each student of the class will be required to cook and serve a luncheon and a dinner and at the same time keep an itemized account of the cost of each.

COURSE 2 —Domestic Arts: This course includes a study of the principles of cutting, sewing, and mending. In this course students will furnish their own material.

COURSE 3 —Household Management: This course includes a study of the principles of sanitary science, household sanitation, methods of house work, conveniences in the home, and the study of materials.

COURSE 4.—Home Decoration: This course includes a study of the principles of design and decoration for the home,

house plans and room plans, saving of space in the room, and the development of beauty, harmony and simplicity.

10. COURSE FOR TEACHER TRAINING.

A number of students come to us every year to make special preparation for teaching in the public schools.

This course presupposes such preparation on their part that they can complete it in one year.

Those who can come only in the Spring Term will be greatly helped.

FALL TERM.

Three recitations a week: School Administration—Courses of Study, Examinations, Grading Records, Incentives, Ventilation, Hy iene, Duties of Superintendents, of Principals, of Teachers, of School Boards, Decoration and Equipment of School Buildings, School Laws, the Relation of Municipal, State and National Governments to Education.

Text Books: Seeley's New School Management, Chancellor's Our Schools, their Administration and Supervision

English: Essential Studies in English II.
History: Hill's History of North Carolina,
Primer of Hygiene
Arithmetic: Milne's Progressive.
Political Geography: Dodge's.
Drawing for Public Schools.
North Carolina Education.

SPRING TERM.

English: Buehler Grammar.
History: (Our Republic) of the United States.
Primer of Sanitation: Hygiene.
Political Geography: Dodge's.
Arithmetic: Milne's Progressive.
Civil Government: Peele's.
Drawing for Public Schools.
How to Tell Stories to Children: Bryant.
Stories to Tell to Children: Bryant.
Phonics.
Busywork.
North Carolina Education.

11. SCHOOL OF BIBLE.

COURSE 1.—Two recitations a week: Study of the Life of Christ, Text Book Harmony of the Gospel in Revised Version, with notes.

COURSE 2.—Two recitations a week: Study in Acts of the Apostles in Revised Version, with notes.

12. SCHOOL OF MUSIC.

Instrumental Music.

Music is an essential element in the education and culture of the young woman. It affords both mental and spiritual refinement.

Those who wish to pursue courses in higher music should study French.

The following list of studies indicates the standard of work required The outlines given will be followed in a general way. but only such studies and compositions as are best adapted to each individual student's requirements will be selected for study.

We cannot fix a definite time for the completion of a music course. It depends largely upon natural ability and the time devoted to practice. All pupils who finish the Pianoforte Course will have to take both History and Harmony of Music

Diplomas will be given those who complete the prescribed course in music together with a certain amount of literary work.

COURSE 1.

(A) Exercises for acquiring a correct touch, flexibility, and strength of fingers; Formation of intervals; Relationship of keys; Formation of major scales.

(B) A clear knowledge of Rhythm, Loeschorn, Op. 65, Book 1; Kohler's Primary Studies, Op. 50; Czerny, five finger exercises and other Primary studies. Selected Elementary pieces.

COURSE 2.

Technical exercises. Czerny, Op. 139-129; Streabbog Op. 64, Book 2; Bertivi, Op. 100; Memorizing Pieces by Clementi, Burgmuller, Handrock, Hunter, etc. Scales and Arpeggios.

COURSE 3.

Scales and Arpeggios; Berens, Op. 61, Booksland 2; Loeschorn, Op. 65, Books 1 and 2; Czerny, Op. 636; Pieces by Haydn, Lichner. Merkel, Clementi, Sonatas, Op. 36. Memorizing.

COURSE 4.

Czerny, Op. 299, Books 1 and 2; Haserl, Op. 50; Loeschorn, Op 66, Books 1 and 3; Bach's Little Preludes and Fugues; Sonatas, Kuhlau; Pieces by Spindler, Dvorak, Mozart, etc.

COURSE 5.

Scale work in Thirds, Sixths, and Tenths: Deering, Octave Studies, Czerny, Op. 299, Books 3 and 4; Bach, Inventions 2 and 3 part; Sonatas, Haydn, Mozart, and Krause; Mendelssohn's Songs Without Words; Pieces by Mendelssohn, Rubinstein, Henselt, Schuett, Handel, etc.

To be entitled to a diploma in the High School Department the student must have completed the following courses: Prescribed (fifty-five hours): —

Latin 1 ..... (5 hrs)
Latin 2 ..... (5 hrs.)
Latin 3 ..... (5 hrs.)
Latin 4 ..... (5 hrs)
English 1 ..... (5 hrs.)
English 2 ..... (3 hrs.)
English 3 ..... (3 hrs.)
Mathematics 1 ..... (5 hrs.)
Mathematics 2 ..... (5 hrs.)
Mathematics 3 ..... (5 hrs.)
History 1 ..... (5 hrs)
History 2 ..... (3 hrs.)
Human Physiology 1 ..... (1 hr.)

Ten hours elective to be studied from the following: —

English 4 ..... (3 hrs.)
History 3 ..... (5 hrs.)
Greek 1 and 2 ..... (6 hrs.)
French 1 and 2 ..... (6 hrs.)
Bible 1 and 2 ..... (4 hrs.)
Zoology ..... (2 hrs)
Botany ..... (2 hrs.)
Chemistry ..... (3 hrs.)
History 4 ..... (2 hrs.)

COURSE OF STUDY

GRADED DEPARTMENT

First Grade.

I. Spelling:

1. First steps in phonics writing.
2. Reed's Primary Speller, Part I.

II. Reading:

1. The Howell Primer.
2. Graded Classics I.
3. Heart of Oak Books I.

III. Language:

1. The oral reproduction of stories.
2. Copying and dictation.
3. Other formal work—how to write the children's and their parents' name and postoffice addresses; how to write the days of the week, and the months of the year; how to write the seasons and the names of books used in the class; how to write the titles—Mr., Mrs., Miss, Rev., Dr.; and how to write a simple letter, in correct form, from dictation.

IV. Drawing:

1. Children draw the objects they desire to draw.
2. Progressive Drawing I.

V. Arithmetic:

1. Learning to count (oral).
2. Learning to read and write numbers 1-1000.

VI. Physiology:

The subject is taught altogether orally in this grade.

VII. Geography:

1. The first step—conception of the great world beyond.

a. The teacher reads to the children the stories in Shaw's Little People and Big People of Other Lands and the following stories from Holbrook's Hiawatha Primer: The Milky Way, p. 40; The Fire-fly, p. 52; The Moon, p. 64; The Rainbow, p. 74; The Owl, p. 80; Hiawatha's Chickens, p. 88; Hiawatha's Brothers, p. 96; Hiawatha's Hunting, pp. 114, 120, 126; The Winds, pp. 127, 132; Mondamin, pp. 132, 144.

2. The second step—home geography.

Elementary ideas of direction, distance, form, color,

Second Grade.

I. Spelling:

1. Review of work of First Grade.
2. Reed's Primary Speller, Part II.

II. Reading:

1. Graded Classics II.
2. Heart of Oak Books II.

III. Language:

1. The oral reproduction of stories.
2. Copying and dictation.
3. Other formal work—review of the work of First Grade and the children practice writing simple letters of their own composition.

IV. Drawing:

1. The children continue to draw the object they are interested in. They try to illustrate some of the stories read to them during the year.
2. Progressive Drawing II.

V. Arithmetic:

1. Reading and writing numbers 1-1000.
2. The 36 addition facts.

VI. Physiology

The subject is taught altogether orally in this grade.

VII. Geography:

Review and continuation of work of First Grade and teacher reads to the children Andrew's Seven Little Sisters.

VIII. Writing:

Copy-book I.

Third Grade.

I. Spelling:

1. Review of work of Second Grade.
2. Reed's Primary Speller, Part III.

II. Reading:

1. Graded Classics III.
1. Graded Classics III.

III. Language:

1. The oral reproduction of stories.

2. Copying and dictation.

3. Other formal work—Hyde's Language Lessons I., pp. 1-70, to be used by the teacher, but not in the hands of the children.

IV. Drawing:

1. The children try to illustrate some of the stories read to them by the teacher during the year.

2. Progressive Drawing III.

V. History:

1. Study of Primitive Life.

2. Observation of National and State Holidays.

VI. Arithmetic:

1. Formal addition, subtraction, multiplication, and division.

2. Milne's Progressive Arithmetic, Book I. pp. 73-156.

VII. Physiology:

Taught orally.

VIII. Geography:

1. First step—conception of the great world beyond.

a. Teacher reads to the children Little Lucy's Wonderful Globe.

b. Teacher and children locate on a large map or globe North America and the other continents, the oceans, the United States, North Carolina, some of the cities and countries of which they have heard, their own county and the nearest-by towns.

2. Second step—home geography.

a. Elementary ideas of direction, distance, color, form.

b. Local occupations, local land and water forms.

IX. Writing:

Copy-book II.

Fourth Grade.

I. Spelling:

1. Review of the work of Third Grade.

2. Reed's Word Lessons.

II. Reading:

1. Fourth Language Reader.

2. Heart of Oak Books, IV.

III. Language:

1. The oral reproduction of stories.

2. Copying and dictation.

3. Other formal work—Hyde's Language Lessons I, pp. 70-158, in hands of the children.

IV. Drawing:

1. The children try to illustrate some of the stories read to them during the year.
2. Progressive Drawing IV.

V. History:

1. Local History.
2. Discoverers and explorers.
3. Stories from other Nations.

VI. Arithmetic:

1. Review of previous year.
2. Long Division.
3. Common Fractions.

Milne's Progressive Arithmetic, Book I, pp. 157-282.

VII. Physiology:

Ritchie—Caldwell Primer of Hygiene.

VIII. Geography:

1. Home Geography and World Relation; Dodge's Primary Geography, pp. 1-71. First half-year.
2. Elements of Continental Geography—North America, pp. 71-130. Second half-year.

IX. Writing:

Copy-book III.

Fifth Grade.

I. Spelling:

1. Review work of previous grade.
2. Reed's Word Lessons.

II. Reading:

1. Fifth Language Reader.
2. Heart of Oak Books V.
3. Conner's Makers of North Carolina History.
4. Song of Hiawatha.
5. Francillon's Gods and Heroes.

III. Language:

1. The oral reproduction of stories.
2. Copying and dictation.
3. Other formal work—Hyde's Language Lessons, pp. 158 to the end of the book.

IV. Drawing:

1. Progressive Drawing V.

2. The children do considerable work in drawing outside of the work by the book, as an aid to the work in geography, agriculture, etc.

V. History:

1. White's Beginners U. S. History, completed.

2. Spanish and Portuguese Stories, English History, Stories of other European countries.

VI. Arithmetic:

1. Review work of Fourth Grade.

2. Continue study of Common Fractions.

3. Study Decimals, completing Milne's Progressive Arithmetic, Book I. Take up Book II.

VII. Physiology:

Ritchie—Caldwell Primer of Hygiene.

VIII. Geography:

Dodge's Elementary Geography, pp. 131-217.

IX. Writing:

Copy-book IV.

Sixth Grade.

I. Spelling:

1. Review of the work of the preceding year.

2. Reed's Word Lessons.

II. Reading:

1. Heart of Oak Books VI.

2. Hawthorne's Great Stone Face.

3. Brown's In the Days of the Giants.

4. Guerber's Story of the Greeks.

III. Language:

1. The oral reproduction of stories.

2. Copying and dictation.

4. Other formal work—Essential Studies in English II.

IV. Drawing:

1. Progressive Drawing VI.

2. The children do considerable work in drawing as an aid in the work in Geography, history, etc.

V. History:

Our Republic, completed.

VI. Arithmetic:

1. Review of work of previous year.
2. Percentage and its applications.
3. Milne's Progressive Arithmetic, Book II, completed.

VII. Physiology:

Ritchie's Primer of Sanitation.

VIII. Geography:

Dodge's Comparative Geography, pp. 88-200.

IX. Agriculture:

Agriculture for Beginners.

X. Writing:

Copy-books V and VI.

Seventh Grade.

I. Spelling:

1. Review work of previous years.
2. Reed's Word Lessons.

II. Reading:

1. Heart of Oak Books VII.
2. Brooks' Story of Cotton.
3. Irving's Rip Van Winkle.
4. Warren's Stories from English History.

III. Language:

1. The oral reproduction of stories.
2. Copying and dictation.
3. Other formal work—Essential Studies in English II, completed.

IV. Drawing:

1. Progressive Drawing VII.
2. The children do considerable work in drawing as an aid to the work in agriculture, history, etc.

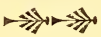
V. History:

1. Hill's Carolina History, completed.
2. Peele's Civil Government.

VI. Arithmetic:

1. Review work of previous year.
2. Milne's Progressive Arithmetic, Book III, completed.

VII. Physiology:
Ritchie's Primer of Sanitation.
VIII. Geography:
Dodge's Comparative Geography, completed.



M. H. S. ALUMNI ASSOCIATION.

The objects of this Association are to preserve and quicken the interest of the members in their Alma Mater, to suggest improvements, to discuss educational problems, to record the progress, and to preserve the history and influence of the institution as illustrated in the lives of the individual Alumni Any former student of the institution is eligible to membership.

The 3rd annual meet was held at the institution on Saturday of the Commencement, and will meet every year on Commencement day at such an hour as shall be chosen by the committee.

The officers of the Association of 1915-1916, were:
Mr. E. L. Russell, President, Saxapahaw, N. C.
Miss Bessie Lewis, Secretary, Saxapahaw, N. C.
Mr. M. C. McBane, Treasurer, Manndale, N. C.

SCHOOL EXPENSES.

Graded Department.

	PER MONTH	PER YEAR
First Grade	$1.00	$ 9.00
Second Grade	1.20	10.80
Third Grade	1.40	12.60
Fourth Grade	1.60	14.40
Fifth Grade	1.75	15.75
Sixth Grade	1.90	17.10
Seventh Grade	2.05	18.45

High School Department.

Freshman Year	$3.00	$27.00
Sophomore Year	3.00	27.00
Junior Year	3.00	27.00
Senior Year	3.00	27.00

Music Department.

Intsrumental Music	$2.50	$22.50
Chorus Singing		FREE

Department of Education.

Teacher Training Course	$3.00	$27.00

Department of Economics.

Home Economics	$2.50	$22.50

Board.

Board in private homes including fuel and lights	$9.50	$85.50
Washing and laundry	50	4.50
Room rent in girls home	50	4.50
Board in girls home at cost	$...	$ ...

Extras.

Extra use of piano for practice (outside the regular lesson) one school hour per day, 50 cents per month.

History and Harmony of Music, each 50 cents per month.

Incidental Fee term, 50 cents.

Diploma Fee, $2.50.

No deduction from the above rates will be made except in protracted sickness, for not less than two weeks.

COMMENCEMENT 1916

PROGRAM

MAY 12TH, 13TH AND 14TH.

Friday Night May 12, 1916.

7:00 p. m.—Musical Concert.

1—Chorus—May Pole Dance.

2—Duet—Westward Ho—Wilson, Georgia Russell and Matilda Buckner.

3—Duet—In The Arena—Engleman, Annie Belle Perry and Nettie Lewis.

4—Solo—Love's Token—Klickman, Emma Glosson.

5—Quartette—Lift Up Thine Eyes.

6—Duet—Calvary Parade—Parker, Georgia Russell and Ava Cheek.

7—Duet—By the Fireside—Fearis, Matilda Buckner and Frankie Andrews.

8—Duet—Playing Tag—Beulah Andrews and Bettie Buckner

9—Duet—Under The Mistletoe—Engleman, Beulah Andrews and Jennie Newlin.

10—Solo—Valse Caprice—Eyer, Ava Cheek.

Play—Everygirl.

Saturday Morning, May 13.

10:00 a. m.—Song.

Prayer.

Chorus—Awake with the Lark.

10:30 a. m.—Literary Address by Dr. John Jeter Hurt, Durham, N. C.

Piano Solo—Fifth Nocturne—Leybach, Mamie I. Thomas.
11:30 a. m.—Orations by representatives of Graduating Class:—
Nettie Lewis, Ath.—Life Is What We Make It
Spurgeon C. Glosson, Phi.—Opportunity.
Everette A. Braxton, Eu.—Two Measures The Farmer should Support.
Duet—Joyous Return—Ringuet, Mamie Thomas and Emma Glosson.
1:30 p. m.—**Dinner.**

Saturday Afternoon.

2:00 p. m.—Chorus.
Class Hour.—
J. Curtis Newlin, President.
Nettie Lewis, Secretary.
Spurgeon C. Glosson, Treasurer.
3:00 p. m.—Diplomas Awarded.
3:15 p. m.—Address by the Principal to the class of 1916.
3:30 p. m.—Reunion of Alumni.
Piano Solo—Humoreske—Dvorak, Nettie Lewis.
4:15 p. m.—Debate:—
Ernest Williams, President, Teer, N. C.
Harvey D. Ellington, Secretary, Saxapahaw, N. C.
Query—Resolved: That North Carolina Should Permit Rural Communities to Adopt Race Segregation in Land Ownership.

Affirmative.	**Negative.**
S. C. Glosson, Phi.	M. B. Lewis, Eu.
O. D. McBane, Eu.	**W. T. Johnson, Phi.**

Piano Solo—Oberon—Leybach, Georgia Russell.
Supper.

Saturday Night.

6:30 p. m.—Annual Concert:
Trio—Last night.
Recitation:
Nellie Glosson—What is a hedgehog.
Frankie Andrews—A Legend of Vermont.
Matilda Buckner—Jamie Butler and the Owl.
Gertrude Norwood—The Polish Boy.
Mamie Thomas—The Fireman.
Nobody's Child—5 characters.
Drill—The Vestal Virgins—9 characters.

A Farce—$10.000 Wager—7 characters.
Drama—Hazel Adams—8 characters.
Chorus—Picaninny Lullaby.

Sunday Morning, May 14.

10: a. m.—Song.
Invocation.
Scripture Reading.
Prayer.
Song.
11:00 a. m.—Annual Sermon by Rev. Martin W. Buck, Burlington, N. C.

MARSHALS.

Clarence Curl, Eu., Chief.

Marvin Jones, Phi. **Gradie Lewis, Eu.**

Schedule of Recitations in High School Department.

Hours	Monday	Tuesday.	Wednesday.	Thursday	Friday.	Period.
8.15 8:30 9:05	Chapel Service English I. Latin III.	Chapel Service English I. Latin II.	Chapel Service. English I. Latin III.	Chapel Service. English I. Latin III.	Chapel Service. English I. Latin III.	1
9:05 9:40	English II. Latin I.	English II. Latin 1.	English II. Latin I.	English II. Latin I.	English II. Latin I.	2
9:40 10:15	English III. Latin II.	English III, Latin II.	English III. Latin II.	English III. Latin II.	English III. Latin II.	3
10:15 10:50	Teacher Training	Teacher Training	Teacher Training	Teacher Training	Teacher Training	
10:50 11:25	Latin IV. Math. II.	Latin IV. Math. II.	Latin IV. Math. II.	Latin IV. Math. II.	Math. II. Latin IV.	4
11:25 12:00	Math. III. Physiology.	Math. III. Physiology.	Math III. Physiology.	Math. III. Physiology.	Math. III. Physiology.	5
12:00 1:35	NOON.	NOON.	NOON.	NOON.	NOON.	
1:35 2:10	Math. I. History I.	Math. I. History I.	Math. I. History I.	Math. I. History I.	Math. I. History I.	6
2:10 2:45	English History II. D. Science	English History II. D. Science	History II. English D. Science	History II. English. D. Science	History II. English D. Science	7
2:45 3:20	English. History III.	English. History IV.	English History III.	English History IV.	English. History III.	8
3:20 3:55	Education.	Botany.	Education.	Botany	Education.	9

UNIVERSITY OF N.C. AT CHAPEL HILL
00034012639

FOR USE ONLY IN
THE NORTH CAROLINA COLLECTION

orm No. A-368